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ABSTRACT

A project was undertaken to explore the prospects of conducting employer followup surveys concerning the graduates of a selected vocational program and to devise a procedure that would categorize the small number of employers to be sampled in such a way that useful data for possible program change could be obtained and analyzed. During the project, a two-tiered employer survey was administered to employers at 11 different machine shops employing completers of a selected San Jose City College vocational program. The other phase of the project involved the development and testing of a system for classifying employers that was developed from a previously devised "Diffusion of Innovations Model." Although the survey response rates were low and the results were inconclusive, it was determined that the limited survey procedure developed is a satisfactory process for obtaining information about possible program modification. Recommendations included calls for conducting small scale employer followup studies on an annual basis and for having specific related occupational instructors conduct the surveys rather than hired consultants or non-specialists. (Appended to the report are a discussion of the development of the diffusion model respondent qualifier, the project questionnaire, and a summary of the survey results.) (MN)

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GRADUATE/EMPLOYER FOLLOWUP PROJECT

FINAL REPORT

by

Greg S. Ohanneson
Gerald Kehr
Ron Witherspoon

San Jose City College

November 1981

Submitted to: Paul Preising
Director of Grants
and Research
San Jose Community
College District

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SAN JOSE CITY COLLEGE

GRADUATE/EMPLOYER FOLLOW-UP PROJECT
-Greg S. Ohanneson-

Background

In 1975-76, San Jose City College, in cooperation with the State Chancellor's Office, conducted a graduate/employer follow-up project designed to obtain information from employers of San Jose City College completers of a selected vocational training program.

The information obtained, however, was limited for direct application: response rates were low and results were inconclusive. Several important insights emerged, however, pertaining to future related research. A key consideration was an alternative sampling procedure; a more carefully delineated sampling frame to reduce restrictive time and cost factors and generate more useful information was required. A sampling frame focusing on select categories within the "Diffusion of Innovations Model" was suggested and another employer followup study was initiated by San Jose City College. Employers of graduates of the San Jose City College Machine Shop program were chosen as the population primarily due to the interest of the Machine Tech. instructor, Mr. Ron Witherspoon.

Objective

The present project was undertaken to continue exploring the prospects of conducting employer follow-up surveys while retaining the more positive parts of the employer follow-up research conducted in 1975-76. Direct employer contact by the instructor was considered of prime importance and the project was designed around that premise.

The other main objective was to devise a procedure which would categorize the small number of employers to be sampled in such a way that useful data for possible program change could be obtained and analyzed. The procedure adopted to be tested was derived from a "Diffusion of Innovations Model" described elsewhere in report in greater

detail. Briefly the diffusion model suggests that employers (and others) can be identified and placed in categories such as: Innovators (2.5%), Early Adopter (13.5%) and the Early Majority. It was hoped that (1) Innovators and Early Adopters would provide advanced information regarding industry changes concerning the occupation and (2) employers from the Early Majority could provide information about basic job requirements concerning the occupation.

The project sought to devise a telephone questionnaire or screener which would help categorize the employers to be interviewed. The project also sought to confirm the effectiveness of the screener by comparing data obtained from the screener with data, including subjective impressions, obtained by the instructor conducting the actual face-to-face survey of the employer.

Method and Procedure

A consultant, Mr. Gerald Kehr, was retained who was familiar with the Diffusion Of Innovation Model, using funds provided by the District's Director of Grants and Research. After consultation with the instructor, Mr. Ron Witherspoon, and with some machine shop employers, the consultant devised the preliminary screening device. A secretary, utilizing the screener, obtained preliminary telephone information about the employer to be surveyed.

A two tiered employer survey was developed cooperatively by Dr. Greg Ohanneson and Mr. Ron Witherspoon. Mr. Witherspoon utilized this questionnaire to interview employers already contacted by means of the telephone screener.

Both during and after the interviews, Kehr, Ohanneson and Witherspoon met several times to compare notes and to debrief.

Findings

Mr. Kehr's report concentrates on the employer screener, its effectiveness and ways to improve the process. It is included as Attachment A and includes:

1. Narrative - Development of a Diffusion Model Respondent Qualifier
2. Appendix AA - Adopter categorization on the basis of innovativeness.
   BB - Selected generalizations about the Diffusion of Innovations.
   CC - Preliminary Telephone Screener device
   DD - Results of Preliminary Telephone Survey
   EE - List of Employers Contacted

The employer questionnaire utilized by Mr. Witherspoon for his survey is included as Attachment B. A summary of the actual findings of this survey by Mr. Witherspoon is included as Attachment C.

Discussion

1. Employer contact by instructors teaching the occupation in question is important. Interviews without a knowledge of the trade may tend to receive basic yes - no responses. On the other hand, the instructor is more apt to seek out and obtain in-depth, detailed, technical responses.

2. The limited survey process developed is a satisfactory procedure for obtaining employer information about possible program modification. It should, at a minimum, be shared with all instructors teaching in the occupation surveyed. Ideally each instructor should become involved in some survey work, however, limited.

3. An important general determination was that part time cooperative work experience is deemed to be of definite value by employers as a preliminary training activity. This study determined that it is also desirable that a student's instructor should make the final cooperative work experience contact. However, it may be possible for

the telephone interviewer (using the screener) to make a preliminary contact and make a subsequent work experience referral to the instructor. See Appendix AA section labeled - Recommendations: Survey Results I.

4. It is not critical to directly contact employers of program graduates/completers. In many/most cases, employers are not specifically aware that the employee in question is a graduate of the program in question.

This suggests an alternative use of the screener. A small random sample of employers can be contacted without regard to whether they employ our college graduates. The screener can be used to determine the number and type of employers the instructor will actually survey: also, ensuring that those surveyed are Early Adopters or a part of Early Majority. See Appendix AA section labeled Recommendations: Survey Results - II.

5. An important "fringe benefit" of the instructor survey is its promotional value. Employers seemed anxious and pleased to know more about the community college training programs. Employers surveyed referred Mr. Witherspoon to other employers of Machine Technicians who were not on the original list. As a result of the employer contacts made, approximately 20 employees were signed to attend SJCC Continuing Education Machine Tech. courses.

6. Other findings are discussed in the Kehr report attached.

Recommendations

1. Small scale "employer" follow-up studies should be made annually by staff in each occupational program offered.
2. Employers need not be those who have hired community college occupational program graduates.
3. A preliminary telephone screener should be used to determine the category of the employer to be surveyed (e.g., Early Adopter, Early Majority).
4. Specific related occupational instructors should conduct the surveys rather than hired consultants or non-specialists.

Appendix

ATTACHMENT A

DEVELOPMENT OF A

DIFFUSION MODEL RESPONDENT QUALIFIER

-Gerald Kehr-

Diffusion Research/Application -- An Overview

For nearly twenty years communication researchers at Michigan State University's Center for Diffusion Research have plotted the flow of information exchange through society, over time. The gist of this research has uncovered, among other things, a fairly reliable "characteristic profile" of persons who tend to accept and pass on "new" information.

The Diffusion Model describes a theoretical population segmented into five separate categories; each category, in turn, describes specific characteristics found of persons who are either more or less positively predisposed toward new information, specifically "change" in general. Descriptive research indicates that for a given hypothetical population, information will flow from:

a) a fraction of society (2.5%) referred to as "innovators," to;
b) a slightly greater fraction (13.5%) referred to as "early adopters", to;
c) the "early majority" of the social segment (34%) and;
d) the "late majority" (34%)

The remaining 16% of the population are referred to as "laggards" and are the last persons to become aware of, and/or implement or recognize an "innovation". See Appendix AA)

The screening criteria for the present study was directed at persons who would be considered either as "innovators" or "early adopters" of information. The selection rationale was that persons who are positively predisposed toward new information would be both:

a) more apt to be aware of existing industry needs and social trends; and,
b) would be receptive toward direct personal interaction with the college community.

Theoretically, for each 100 persons randomly contacted and screened, 16 persons would qualify as either an "innovator" or an "early adopter". The net result, and the primary objective for utilizing the Diffusion Model Respondent Qualifier (DMRQ), is to:

a) substantially reduce the present cost of instructor/employer follow-up surveys by;
b) identifying prequalified persons for face-to-face interviews with selected college instructors.

In addition, the information obtained would be representative of the community which is:

a) positively predisposed toward education and new ideas in general;
b) more receptive toward recent completers of community college vocational training programs; and
c) most apt to be sensitive to the existing and future needs of the educational community.

The DMRQ Method

The Diffusion Model Respondent Qualifier (DMRQ) was constructed with eight questions, including an introduction. Each question was developed with the intent to determine:

a) the extent of general knowledge regarding industry trends;
b) the level of intra-industry communication for every respondent; and,
c) general receptiveness toward both graduate and community college instructor contact.

The questions were designed to operationalize one or more of the known characteristics of innovators/early adopters. (See appendix BB - Selected Generalizations About the Diffusion of Innovations) Primary emphasis was directed toward the communication and information gathering behaviors of the target audience. For example, earlier knowers of "new" information (innovations) are considered to have:

a) greater exposure to interpersonal (intra-industry) contact, than later adopters;
b) more social participation related to industry-specific events; and,
c) have greater change agent contact (sales representatives, etc.)

Objectives

One purpose of the present study was to identify and contact a group of the pace-setters within the Santa Clara County Machine Tool industry and evaluate their opinions regarding immediate and projected market skills/attitudes. In addition, a pilot respondent screener was developed and is to be validated.

The approach used was to focus on a sampling frame (innovators and early adopters) within the Diffusion Model. The method was to identify and contact a group of pace-setters within the Bay Area Machine Tool industry and evaluate their opinions regarding immediate and projected market skills/attitudes.

Methods and Procedure

A non-random, judgemental, sampling frame was used to select a pilot sample of eleven machine shop owners and managers in the San Francisco Bay Area. Respondent's were rated as being "innovative" by participating instructors from the San Jose City College Machine Technology program, according to criteria established by the

Michigan State University Diffusion of Innovations Model.

From a list completed by participating instructors, a representative of the college telephoned each respondent. Respondents were administered a brief screening questionnaire (see appendix CC) The questionnaire was designed to:

a) substantiate each respondents "innovativeness" and
b) to establish an appointment for a personal interview with participating instructors and respondents.

During the personal interview, instructors followed a structured interview questionnaire format. The purpose of the interview was to:

a) initiate a face-to-face contact between the business community and the college; and
b) determine existing and future job-skill requirements.

Information gathered from both the telephone and personal interviews were collected, summarized and analyzed.

Summary of Findings -- in brief

Both the telephone and personal interview questionnaires indicate that the Diffusion Model criteria of "innovativeness" is applicable to the respondents sampled. More detailed future interfacing and follow-up was encouraged by most of the employer/respondents contacted.

Recommendations: DMRQ

I. Although the present study was an adequate pilot effort, the information obtained indicates a need for refinement of the DMRQ "Screener" as follows:

A larger sample to be screened is advised; at least 200 random respondents -- accounting, theoretically, for identification of an estimated total of 32 innovators and early adopters.

The DMRQ should be more industry- specific; the pilot screener should be developed in conjunction with both a known "innovator" (e.g., the occupational advisory committee) within the target industry and the participating instructor is advised.

Overall length and depth of the DMRQ should be slightly expanded to help insure that the sample identified by the DMRQ is, in fact, made up of innovators and early adopters.

Adequate tests of statistical significance are recommended for future generalized DMRQ items; both within items and between respective respondents. (For example, a non-parametric statistic such as Chi Square).

Recommendations: Survey results

The qualitative information obtained from the present study prompt two suggestions pertaining to the existing vocational training program at San Jose City College.

I. On-the-job training is advised via existing temporary help agencies, for students participating in vocational training programs. The following pattern is suggested:
   a) pre-vocational training candidates should be employed as general shop help for a short "introductory" period. With the objective of simple direct exposure prior to any formal vocational training.
   b) mid-point candidates should be employed for a period as shop/machine maintenance or light production personnel. With the objective of more specific and direct industry contact.
   c) graduates should be employed via a temporary help agency, with a 90 day probationary agreement between graduate, temporary help agency and employer.

   Feedback from selected employers indicate that the following factors inhibit direct absorption of occupational program completers into the job market following vocational training.
   a) lack of direct job experience;
   b) inability to relate interpersonally with other personnel;
   c) administrative costs of hiring untried new personnel.

The above suggested sequencial method for placing existing and future vocational training candidates would; (a) limit the number of potential students unable to secure employment following graduation, and (b) allow members of the business community an opportunity to review and select personnel without risking long-term financial commitment.

II. A generalized marketing-communication/public information effort is advised. The overall strategy should be directed at specific members of the business community, within specific occupational sectors. The following format is suggested:

a) criteria for selecting the target audience should be constructed with participation from instructors and known "innovators" from the target industry (e.g., a DMRQ)
b) a direct-mail promotional brochure should be distributed to those selected.
c) a random telephone follow-up program of mailees should be implemented;
d) random personal interviews between DMRQ respondents and participating vocational training instructors should be implemented.

Four important factors are stressed for the recommended promotional effort:

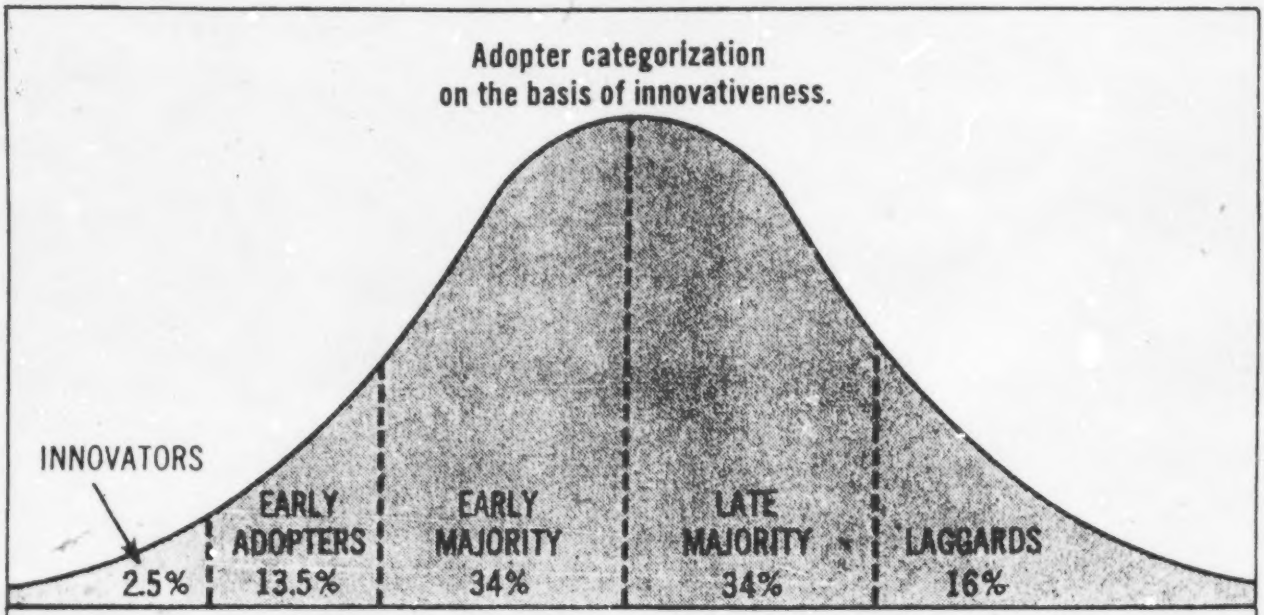
a) the target audience should be sharply defined (with concentration on innovative types);
b) targeted employer needs (specific day-to-day requirements) should be determined (by the advisory committee) and given priority in the mailer;
c) the direct-mail messages should deal with no more than two subjects/ideas per mailing; and,
d) each direct-mail piece should consider each of the following as it describes a vocational training program or a special interest communication:
   1) The Relative Advantage the program/idea has regarding the specific target industry.
   2) the compatibility of the program/idea with existing industry trends;
   3) the trailability of the program/idea for the target industry; and,
   4) how the program/idea will result in an observable positive outcome (i.e., increased cost-effectiveness, profitability, personnel safety, etc.)

References:

Mortensen, D.C., and Sereno, KK. Advances in Communication Research. New York, Harper & Row, Publishers, 1973.

Rogers, E.M., and Shoemaker, F.F. Communication of Innovations: A Cross-Cultural Approach. New York, The Free Press, 1971.

Appendix AA



The innovativeness dimension, as measured by the time at which an individual adopts an innovation or innovations, is continuous. However, this variable may be partitioned into five adopter categories by laying off standard deviations from the average time of adoption.

APPENDIX BB SELECTED GENERALIZATIONS: DIFFUSION PROCESS

Earlier knowers of an innovation have more education than later knowers.

Earlier knowers of an innovation have greater exposure to interpersonal channels of communication than later adopters.

Earlier knowers of an innovation have greater change agent contact than later knowers.

Earlier knowers of an innovation have more social participation than late knowers.

Earlier knowers of an innovation are more cosmopolite than later knowers.

Earlier adopters have a more favorable attitude toward risk than later adopters.

Earlier adopters are less dogmatic than later adopters.

Mass media channels are relatively more important at the knowledge function and interpersonal channels are relatively more important at the persuasion function in the innovation-decision process.

The rate of awareness-knowledge for an innovation is more rapid than its rate of adoption.

APPENDIX CC

BOARD OF EDUCATION PROJECT

(Introduction)

Name of Firm_____
Name of Contact_____
Date_____
Phone No. _____

"Hello, may I speak with Mr. _____?

"My name is _____ and I'm calling for Dr. _____ at the _____.

"Dr. _____ is contacting members of the business community as part of a vocational training program the _____ is developing."

"Dr. _____ has asked me to call you and ask if you would help us by answering a few short questions."

Yes (Go to Q.1) No (Terminate; go to Q.7)

Q. 1 Are any of your present employees recent graduates of a city college vocational training program? ___ Yes ___ No ___ Don't know

Q.2 What are the top three most recent technological advancements in your industry?

_____

_____

_____

Can't think of any. _____

Q.3 How many of your competitors do you know on a first name basis? (Open-ended) _____

(none) _____

Q.4 What is the most read publication in your industry?

_____

Don't know _____

Q.5 How many industry-wide functions have you attended this past year?

_____ (Go to Q. 5A)

None - (Go to Q.6)

Q.5A What/Where were they?

_____

_____

_____

Q.6 Would you be available for a meeting with one of our staff within the next few weeks?

No (Go to Q.7)

Yes (Note: explain purpose of meeting)

Q.7 Thank you for your time. If you have any questions please feel free to call _____ at _____. Again, thank you.

APPENDIX DD

Results - Preliminary Telephone Survey (N 11)

Q.1: "Are any of your present employees recent graduates..."

Yes = 5 No - 5 Don't know = 1

Q.2: "What are the top three most recent technological advancements..."

Category	Number of Responses
Numerical control	8
High speed alloy tools - diamond/carbide	4
Metric system	2
Computer(s)	2
Semi-conductor advancements	2
Electric discharge machine	1

Q.3: "How many of your competitors do you know on a first name basis?"
Range = 25 to 2 $\bar{X}$ = 8

Q.4: "What is the most read publication in your industry?"

List Mentioned (note: No particular medium was mentioned twice)

ASME
American Society of Machine Equipment
Metalworking News
American Metal Working
Product Engineering
Automatic Machining Monthly
Electric Design
EDP
Electronic News
Modern Machine Shop (Metalfax?)
Iron Magazine "Steel Workers"
American Machine
Machine Tool Handbook

Q.5: "How many industry-wide functions have you attended this past year?
Range 1 to 6 $\bar{x}$ = 3

Q.5A: "What/where were they?"

Category (most mentioned)	Location
Tool/trade shows	Los Angeles
	Bay Area- San Mateo, Redwood City Burlingame
	New York
	Kansas City
	Chicago
	Europe

Q.6: "Would you be available for a short meeting..."
Yes = 10 No = 1

Q.6A: "...Convenient times (days-hours)
Note: Respondents ranged between mid to late afternoon, Wednesday most mentioned.

APPENDIX EE - II

LIST OF EMPLOYERS CONTACTED

Judge Industrial
San Jose, CA

L & P
San Jose, CA

Quartz Gen. Corp.
Mt. View, CA

Sylvania
Santa Clara, CA

Williams Mfg. Co.
San Jose, CA

FMC
San Jose, CA

Varian
Palo Alto, CA

E.M.J. Mfg. Co.
Santa Clara, CA

Modern Machine

Kras West Corp.
San Jose, CA

Mark & Pack Systems
Santa Clara, CA

Robb Jack
Mt. View, CA

West Valley Precision
Campbell, CA

General Electric - Nuclear
San Jose, CA

Fast Sheetmetal
Santa Clara, CA

Magnuson Engineering
San Jose, CA

Annex Precision
Santa Clara, CA

Adulloy Inc.

ATTACHMENT B

EMPLOYEE _____

DATE _____

SAN JOSE CITY COLLEGE

EMPLOYER FOLLOW-UP

C - PRELIMINARY QUESTIONNAIRE

Please complete this questionnaire, keeping in mind that we are not evaluating the individual performance of your employee, but we are concerned about how effectively our training program prepares all students for employment. Check only one response for each question. A college representative will pick up this questionnaire at the time of the interview.

1. Please identify which of the following are most important or non-important to this job in your organization:

	VERY IMPORTANT	MODERATELY IMPORTANT	OF LITTLE IMPORTANCE	LEAST IMPORTANT
a. Technical Knowledge				
b. Operation of Equipment				
c. Verbal Communication				
d. Interpersonal Employee Relations				

2. Are there other specific skills essential for the job? Yes ____ No ____

If yes is checked please indicate starting with the most important:

a. _____

b. _____

c. _____

d. _____

3. How would you rate the overall effectiveness of the technical training provided by our college?

EXCELLENT	GOOD	ACCEPTABLE	BELOW EXPECTATIONS	POOR

PRELIMINARY INTERVIEW (CONTINUED)

4. How would you rate the effectiveness of our college training for each of these:

	EXCELLENT	GOOD	ACCEPTABLE	BELOW EXPECTATIONS	POOR
a. Technical Knowledge					
b. Operation of Equipment					
c. Verbal Communication					
d. Computation Skills					
e. Interpersonal Employee Relations					

5. How would you rate the effectiveness of our programs in preparing individuals for pre-employment procedures? (i.e., the interview, the application, personal presentation)

6. How would you rate the effectiveness of our programs in orienting individuals to employment? (i.e., work attitude, attendance, cooperation with co-workers and with management)

VERY IMPORTANT	MODERATELY IMPORTANT	OF LITTLE IMPORTANCE	UNIMPORTANT

7. How important is college occupational training in relation to other qualifications you consider in making the hiring decision?

8. Would you hire one of our graduates for a future job in your organization?

YES _____ NO _____

9. Would you like a copy of the completed survey?

YES _____ NO _____

EMPLOYER _____

NAME OF CONTACT _____

PHONE NO. _____

DATE _____

TIME _____ TO _____

SAN JOSE CITY COLLEGE

D - STANDARDIZED INTERVIEW OF EMPLOYER

I Job Positions

A. According to my information, _____

has listed his/her job title as _____

B. Could you describe the primary duties and responsibilities of this position.

_____

_____

_____

C. Minimum educational and experience requirements are: _____

_____

_____

D. Opportunities and requirements for promotion for individuals in this position are:

_____

_____

_____

E. What other related positions/jobs are available in your organization:

_____

_____

_____

(This section will be followed up with a written request for duties/ responsibilities; pay range; benefits; and education/experience.)

F. Would you be willing to accept part-time student employees for work experience education?

_____

_____

EMPLOYER FOLLOW-UP
RATED QUESTIONS

II. Employer Opinion

A. What, in your opinion, is the major strength of the occupational training provided by San Jose City College?

B. What, in your opinion, is the greatest need for improvement in the occupational training provided by San Jose City College?

C. What are the most significant proposed changes in this occupational field?

D. Describe how job skills and educational requirements will change in the next five years and affect current and proposed positions?

E. What additional comments or suggestions do you have for San Jose City College's occupational training programs?

F. What are three questions that you a k prospective employees, when interviewing them?

ATTACHMENT C

EMPLOYEE _____

DATE _____

SAN JOSE CITY COLLEGE

EMPLOYER FOLLOW-UP

C - PRELIMINARY QUESTIONNAIRE

Please complete this questionnaire, keeping in mind that we are not evaluating the individual performance of your employee, but we are concerned about how effectively our training program prepares all students for employment. Check only one response for each question. A college representative will pick up this questionnaire at the time of the interview.

1. Please identify which of the following are most important or non-important to this job in your organization:

	VERY IMPORTANT	MODERATELY IMPORTANT	OF LITTLE IMPORTANCE	LEAST IMPORTANT	Total
a. Technical Knowledge	3	4			7
b. Operation of Equipment	1	3	3		7
c. Verbal Communication	5	2			7
d. Interpersonal Employee Relations	3	4			7

2. Are there other specific skills essential for the job? Yes 6 No ____

If yes is checked please indicate starting with the most important:

a. Measurement (4)
b. Precision Fitting (3)
c. Gen. Machine Shop Knowledge (2)
d. _____

3. How would you rate the overall effectiveness of the technical training provided by our college?

EXCELLENT	GOOD	ACCEPTABLE	BELOW EXPECTATIONS	POOR	
1	2	1			= 4

PRELIMINARY INTERVIEW (CONTINUED)

	EXCELLENT	GOOD	ACCEPTABLE	BELOW EXPECTATIONS	POOR	N/A
4. How would you rate the effectiveness of our college training for each of these:						
a. Technical Knowledge		4				5
b. Operation of Equipment		3				6
c. Verbal Communication		2				7
d. Computation Skills		1				7
e. Interpersonal Employee Relations	1	1				7
5. How would you rate the effectiveness of our programs in preparing individuals for pre-employment procedures? (i.e., the interview, the application, personal presentation)		1	1		1	6
6. How would you rate the effectiveness of our programs in orienting individuals to employment? (i.e., work attitude, attendance, cooperation with co-workers and with management)	1		1			7

	VERY IMPORTANT	MODERATELY IMPORTANT	OF LITTLE IMPORTANCE	UNIMPORTANT	N/A
7. How important is college occupational training in relation to other qualifications you consider in making the hiring decision?	4	2			3

8. Would you hire one of our graduates for a future job in your organization?

YES 6 NO N/A 3

9. Would you like a copy of the completed survey?

YES 2 NO 1 N/A 6

ATTACHMENT C
(Continued)

STANDARDIZED INTERVIEW OF EMPLOYER SUMMARY

Describe Duties and Responsibilities

- Run all machines - 4
- Machine servicing and repair - 2
- Tape MIlls and simple programming - 1

Minimum Education Experience

- High School Diploma - 3
- Blueprint Reading - 5
- Math and Trig. - 3
- Measuring Courses - 1
- California Machine Shot Test - 1

Opportunities and Requirements for Promotion

- Good if individual is willing to make the effort - 6
- Poor - Job Shop

Other Related Jobs/Positions

- None, job shop - 2
- Welder - 1
- Mechanic - 1
- Assembly - 1
- Inspector - 1
- Production Management - 1

Willing to Accept Part Time Student for Work Experience

- No - 5
- Yes - 1

Major Strength of SJCC Program

- Gives employee a good start. - 4
- Did not know of SJCC program. - 2

Major Need for Improvement

- Student wastes time waiting for machine instructor in labs. - 1
- Will visit classes and find out. - 1

Most Significant Proposed Changes in this Field.

- Numerical control - 5
- Tool & Die makers - 3

Additional Suggestions

- More industry involvement and comment. - 2

Questions Asked Prospective Employees

- Are you looking for job or career? - 1
- What are your goals? - 1
- What courses have you taken? - 2
- What work experience do you have? - 2
- What are your interests? - 1